Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_ Teacher \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Third Grade Module 1: Mid-Module Assessment Task Score Sheet**

A Progression of Learning

A Progression of Learning is provided to describe steps that illuminate the gradually increasing understandings that students develop *on their way to proficiency.* In this chart, this progress is presented from left to right.  The learning goal for each student is to move to the last step, “Evidence of solid reasoning with a correct answer”.  These steps are meant to help teachers and students identify and celebrate what the student CAN do now, and what they need to work on next.

| Score Key: A Progression of Learning | | | |
| --- | --- | --- | --- |
| Little or no evidence of reasoning with an incorrect answer.  (1 Point) | Evidence of some reasoning with an incorrect answer.  (2 Points) | Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer.  (3 Points) | Evidence of solid reasoning with a correct answer.  (4 Points) |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Module 1: Mid-Module Assessment** | | | | | |
| **Domain** | | **Standards** | | | |
| Question | Operations and Algebraic Thinking | | 3.OA.1 | 3.OA.2 | 3.OA.5 | 3.OA.6 |
| 1 | 1 2 3 4 | | X | X |  | X |
| 2 | 1 2 3 4 | | X |  |  |  |
| 3 | 1 2 3 4 | | X |  | X |  |
|  | | |
| Domain  Score | Operations and Algebraic Thinking | |
| Total Points |  | |
| Level | 4 | 11-12 points |
| 3 | 8-10 points |
| 2 | 5-7 points |
| 1 | 3-4 points |

Note: For more information about standards assessed in this module, see back of this score sheet.

Notes:

**Third Grade Module 1: Mid-Module Assessment Task Score Sheet (continued)**

|  |
| --- |
| Third Grade Module 1: Mid-Module Assessment Task (Topics A–C)  Clusters and Standards Addressed |
| Represent and solve problems involving multiplication and division.  3.OA.1 Interpret products of whole numbers, e.g., interpret 5 × 7 as the total number of objects in 5 groups of 7 objects each. *For example, describe a context in which a total number of objects can be expressed as 5 × 7.*  **3.OA.2** Interpret whole-number quotients of whole numbers, e.g., interpret 56 ÷ 8 as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. *For example, describe a context in which a number of shares or a number of groups can be expressed as 56 ÷ 8.*  **Understand properties of multiplication and the relationship between multiplication and division.**  **3.OA.5** Apply properties of operations as strategies to multiply and divide. (Students need not use formal terms for these properties.) *Examples: If 6 × 4 = 24 is known, then 4 × 6 = 24 is also known. (Commutative property of multiplication.) 3 × 5 × 2 can be found by 3 × 5 = 15, then 15 × 2 = 30, or by 5 × 2 = 10, then 3 × 10 = 30. (Associative property of multiplication.) Knowing that 8 × 5 = 40 and 8 × 2 = 16, one can find 8 × 7 as 8 × (5 + 2) = (8 × 5) + (8 × 2) = 40 + 16 = 56. (Distributive property.)*  **3.OA.6** Understand division as an unknown-factor problem. *For example, find 32 ÷ 8 by finding the number that makes 32 when multiplied by 8.* |